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ABSTRACT

This document presents the United States Department of Defense Dependents Schools' (DoDDS) framework for developing and evaluating curriculum. The primary innovation described is a 7-year cycle, adopted to make curriculum evaluation more flexible and less costly than under the existing 5-year cycle. Seven high-priority subject areas (science, mathematics, health and physical education, social studies, reading, career education, and language arts) are identified for regular review, each starting at a specific year in the cycle; lower-priority areas will be reviewed as needed. Further passages explain the composition of the DoDDS Curriculum Committee and task groups for the several disciplines, and provide guidelines for the tasks associated with the Curriculum Development Plan. Tasks are classified as focusing on (1) objectives or functions, (2) instructional methodologies, (3) materials, (4) inservice education, or (5) evaluation. For each year in the cycle, tasks in all five categories are outlined. The text is complemented by extensive charts illustrating activity sequences. Appendixes present guidelines for the preparation of objectives, and examples of correspondence and and memoranda necessary for reviewing instructional materials. (MCG)

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AUGUST, 1984

Department of Defense Dependents Schools

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seven-year curriculum development plan

EA 015 003

FOREWORD

This manual is a major revision of the curriculum development plans published in 1975 and 1979 by the Department of Defense Dependents Schools (DoDDS) system. The process of curriculum development is extended from a five-year to a seven-year cycle in this revised plan, which provides for greater program scheduling flexibility and improved cost effectiveness.

The unusual success of the Curriculum Development Plan is directly attributable to the wide participation and evaluative reports of the numerous DoDDS educators who have used it. This publication reflects the involvement, experience, and recommendations of those educators.

Each member of DoDDS is encouraged to participate actively in this systematic plan to provide quality educational programs for all DoDDS students.

Steve Motta
Deputy Director

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INTRODUCTION

This manual focuses on the processes and procedures necessary for improved, systematic educational planning and development within the Department of Defense Dependents Schools (DoDDS). The compelling goal of a curriculum development plan is the improvement of educational opportunities and experiences provided to students.

In the past, the DoDDS curriculum development plan provided for a five-year cycle in which three specific disciplines were studied each year. A careful review of this plan during the past several years has indicated the need for revision of this plan to increase program review flexibility and to improve cost effectiveness. Consequently, the five-year review cycle has been expanded to a seven-year cycle with the identification of a single discipline scheduled for intensive review each year. One or more of the other disciplines will be reviewed concurrently on an "as required" or priority basis.

The seven disciplines which will be reviewed chronologically and on a regular basis during the seven-year cycle are, in chronological order: 1) Science, 2) Mathematics, 3) Health and Physical Education, 4) Social Studies, 5) Reading, 6) Language Arts, and 7) Career Education (see Chart I, page 3).

The disciplines or the interdisciplinary areas which will be recommended by the Curriculum Development Committee (CDC) for review on an "as required" basis include:

1. Aesthetics
2. Compensatory Education
3. Component of Discipline Area (e.g., handwriting is a component of Language Arts)
4. Computer Education
5. Early Childhood Education
6. English as a Second Language
7. Evaluation/Assessment
8. Foreign Language/Intercultural Education
9. Media
10. Pupil Personnel Services
11. Systemwide Program Assessment
12. Special Education
13. Talented and Gifted Education
14. Vocational Education

An overview of activities and requirements for the curriculum development cycle is given in Chart III, pages 7-10. The sequence of activities for each component is delineated. These five components are: Objectives or Functions, Instructional Methodologies, Materials, Inservice Education, and Evaluation. All are addressed in the seven-year cycle.

At the beginning of Year Seven (pre-entry year), evaluation data is disseminated to the regions in order for the targeted discipline to enter the review cycle. During Year One, the CDC meets with regional and Office of Dependents Schools (ODS) coordinators of the targeted discipline at ODS to discuss program and organizational recommendations. At this time, funding requirements, necessary administrative and logistical support, recruitment, and staffing requirements are anticipated for the subsequent six years.

The plan attempts to provide for the incorporation of recent issues and concerns in the area of curriculum development. It also outlines the responsibilities of those involved in this curriculum process. DoDDS curriculum development process has been, and will continue to be, flexible in the program scheduling and in the assignment of tasks in order to implement innovative ideas, programs, and procedures based upon evaluation results.

Exceptions to the entry schedule and cycle length of any "required" or "as required" discipline area will be considered by the CDC and recommendations made on a case-by-case basis. Factors considered will include discipline program evaluation and needs assessment results.

COMPOSITION OF DODDS CURRICULUM DEVELOPMENT COMMITTEE AND THE DODDS TASK GROUPS

The DoDDS CDC consists of the chiefs of the Education Divisions in the regions and ODS. The committee is chaired by Chief, Education Division, ODS. ODS branch chief(s) will serve as ad hoc members of the CDC, when necessary.

Each DoDDS curriculum task group is composed of the ODS and regional coordinators for the discipline being reviewed. Additional members are those representing the interdisciplinary area(s) which are integrated into the discipline. The discipline task group formulates recommendations to the DoDDS CDC for review. The CDC reviews the products of the task group for consistency of policy, practices, procedures, improvements, etc. At this time, the CDC coordinates with the ODS Logistics Division, Fiscal Division, and Personnel Division chiefs to achieve articulation among divisions for the curriculum development cycle as it impacts upon other divisions. CDC then finalizes recommendations for the Director, DoDDS. Recommendations approved by the Director will be disseminated as policy.

DESCRIPTION OF TASKS FOR THE DODDS CURRICULUM DEVELOPMENT PLAN

This section provides guidance for DoDDS personnel to accomplish the tasks associated with the Seven-Year Curriculum Development Plan.

Chart III, page 7 outlines events that occur during each year of the cycle. The tasks or activities shown in the outline are divided into five components: Objectives or Functions, Instructional Methodologies, Materials, Inservice Education, Evaluation.

Chart IV, page 11 summarizes tasks for each year of the cycle.

CHART I

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN
SEQUENCE OF CURRICULUM AREA ENTRY

SCHOOL* YEAR	ENTRY SEQUENCE OF "REQUIRED" AREAS	ENTRY SEQUENCE OF "AS REQUIRED" AREAS
1983-84	Science	Vocational Education Compensatory Education
1984-85	Mathematics	Systemwide Program Assessment
1985-86	Health, Physical Education	To be announced
1986-87	Social Studies	Foreign Language/ Intercultural Education
1987-88	Reading	Aesthetics
1988-89	Career Education	To be announced
1989-90	Language Arts	To be announced

*Indicates the year of entry into the seven-year cycle.

LIST OF "AS REQUIRED" AREAS	LIST OF INTERDISCIPLINARY** AREAS TO BE INTEGRATED WITH EACH AREA UNDER CURRICULUM STUDY
Aesthetics Compensatory Education Component of Required Area Computer Education Early Childhood Education English as a Second Language Foreign Language/Intercultural Education Media Pupil Personnel Services Systemwide Program Assessment Special Education Talented and Gifted Education Vocational Education Critical Area(s)	Compensatory Education Computer Education Early Childhood Education English as a Second Language Media Pupil Personnel Services Special Education Talented and Gifted

**Regional assignment of integrated area tasks will be recommended by the CDC.

TRANSITION FROM THE FIVE-YEAR TO THE SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

In order to transit from the five-year to the seven-year curriculum development plan, the following "required" and "as required" disciplines have been placed in the cycle year identified below, effective school year 1984-85:

PLACEMENT OF DISCIPLINES IN SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN - EFFECTIVE SCHOOL YEAR 1984-85

"REQUIRED" DISCIPLINE	CYCLE YEAR	"AS REQUIRED" DISCIPLINE	CYCLE YEAR
Mathematics	1		
Health & Physical Education	7		
Social Studies	6	Foreign Language/ Intercultural Education	5 & 6
		Aesthetics	5
Reading	5		
Career Education	4		
Language Arts	3		
Science	2		

All disciplines named above should accomplish the tasks for the year listed and proceed through the Seven-Year Curriculum Development Plan. Disciplines listed above on an "as required" basis enter the seven-year cycle at year five and complete the tasks for years five, six, seven, one, and two in sequence. At the end of that time, the CDC will make recommendations as to whether or not an "as required" discipline will continue in the cycle.

CHART II

RECOMMENDED REGIONAL RESPONSIBILITIES FOR INTEGRATED AREAS

1984-1985
MATHEMATICS

DoDDS-Germany -- Early Childhood/English as a Second Language
DoDDS-Panama -- Pupil Personnel Services
DoDDS-Mediterranean -- Special Education/Talented and Gifted
DoDDS-Atlantic -- Media/Compensatory Education
DoDDS-Pacific -- Computer Education

1985-1986
HEALTH/PHYSICAL EDUCATION

DoDDS-Germany -- Computer Education
DoDDS-Panama -- Early Childhood
DoDDS-Mediterranean -- Pupil Personnel Services
DoDDS-Atlantic -- Special Education/Talented and Gifted
DoDDS-Pacific -- Media

1986-1987
SOCIAL STUDIES

DoDDS-Germany -- Media
DoDDS-Panama -- Computer Education
DoDDS-Mediterranean -- Early Childhood/English as a Second Language
DoDDS-Atlantic -- Pupil Personnel Services
DoDDS-Pacific -- Special Education/Talented and Gifted

1987-1988
READING

DoDDS-Germany -- Special Education/Talented and Gifted
DoDDS-Panama -- Media/Compensatory Education
DoDDS-Mediterranean -- Computer Education
DoDDS-Atlantic -- Early Childhood/English as a Second Language
DoDDS-Pacific -- Pupil Personnel Services

1988-1989
CAREER EDUCATION

DoDDS-Germany -- Pupil Personnel Services
DoDDS-Panama -- Special Education/Talented and Gifted
DoDDS-Mediterranean -- Media/Compensatory Education
DoDDS-Atlantic -- Computer Education
DoDDS-Pacific -- Early Childhood/English as a Second Language

1989-1990
LANGUAGE ARTS

DoDDS-Germany -- Early Childhood/English as a Second Language
DoDDS-Panama -- Pupil Personnel Services
DoDDS-Mediterranean -- Special Education/Talented and Gifted
DoDDS-Atlantic -- Media/Compensatory Education
DoDDS-Pacific -- Computer Education

DESCRIPTION OF TASKS FOR THE DoDDS CURRICULUM DEVELOPMENT PLAN

The purpose of this section is to provide guidance for DoDDS personnel in accomplishing the tasks associated with the Seven-Year Curriculum Development Plan.

Chart III outlines the various activities that occur during each year of the cycle. The tasks or activities are divided into five general areas, as shown in the outline.

Objectives or Functions
Instructional Methodologies
Materials
Inservice Education
Evaluation

Chart III is arranged in a year-by-year format, with each of the five general areas discussed in terms of the first year activities, then proceeding to the activities associated with the following years.

Chart IV summarizes tasks for each year of the cycle, indicating appropriate timelines and staff responsible for accomplishment.

A further refinement of the expanded plan provides for those disciplines which have subfunctions in the "required" (regular) areas and in the "as required" areas. The interdisciplinary areas will require representation at the school and regional levels on each curriculum review cycle in order to assure their inclusion in the discipline being reviewed. One example of this requirement can be seen in the area of mathematics ("required" area) and special education (interdisciplinary area). While mathematics is receiving a formal, seven-year cycle review, those interests of special education students must be protected and represented at the school and regional level when mathematics curricula and materials are selected. In order for each region to participate in this representation and yet not require each task group to be increased tenfold, annual tasks have been recommended by the CDC for division among regions. (See Chart II, page 5.) The duties of the interdisciplinary representative (need not be the coordinator, can be designee) is to participate actively in protecting the best interest of the interdisciplinary area. In the example used, the special education coordinator would:

1. Insure that the mathematics objectives include objectives achievable for learning disabled and special students.

2. Insure that the materials reviewed and selected provide for the continuum of special education students.

3. Address methodologies for resource teachers and special class teachers as well as for regular classroom teachers.

4. Include inservice education for special education constituents.

5. Provide evaluation that is fair and equitable for special education students.

6. Provide an information copy of all input data to the ODS special education coordinator for review and input to the ODS mathematics coordinator.

CHART III

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

YEAR	OBJECTIVES OR FUNCTIONS	INSTRUCTIONAL METHODOLOGIES	MATERIALS	INSERVICE EDUCATION	EVALUATION
1	Develop final statement of objectives or functions.		Establish criteria and procedures for reviewing materials. Send publishers copy of objectives or functions priorities, criteria and procedures for the review process. Provide materials to regions for review. (Publisher) Conduct formal review in regions. Publish DoDDS listing of essential texts and program materials approved for piloting or for extended materials review. Order pilot or extended review materials. Determine price of materials with publishers for duration of adoption.	Design inservice plan of pilot programs. Determine level of inservice education support to be provided by publishers.	Select or design instrumentation for evaluating pilots or extended review. Appropriate form for use with extended review is found on page B-6.

YEAR	OBJECTIVES	INSTRUCTIONAL METHODOLOGIES	MATERIALS	INSERVICE EDUCATION	EVALUATION
2	Determine extent to which pilot materials facilitate achievement of DoDDS objectives or functions. Publish revised scope and sequence document of instructional objectives, if appropriate.	Identify methodologies which are most successful in pilot programs in terms of learner characteristics and teaching styles. Identify instructional areas which require inservice.	Pilot new materials in regions, funded by DoDDS. Select instructional material(s) and publish list of those approved for regional adoption. Inform publishers of pilot results. Make regional adoptions.	Provide inservice education for teachers conducting pilot.	Conduct evaluation of pilots or extended review. Report evaluation results of pilots or extended reviews.
3	Determine interdisciplinary objectives and establish instructional priorities.	Develop or revise guides incorporating examples of methodologies necessary to achieve objectives or functions. Identify methods which would facilitate achievement of interdisciplinary perspectives.	Buy new texts and materials funded by DoDDS and requisitioned by regions. Identify supplementary materials to support interdisciplinary areas.	Conduct inservice education for implementation of adopted program(s). Conduct inservice education on the infusion of interdisciplinary perspectives.	Generate monitoring instrument for the implementation of the adopted program.

YEAR	OBJECTIVES	INSTRUCTIONAL METHODOLOGIES	MATERIALS	INSERVICE EDUCATION	EVALUATION
4	Select essential objectives for use in evaluation.	Implement new program(s).	Implement adopted materials. Purchase materials necessary to support interdisciplinary perspectives.	Continue inservice education for implementation of adopted program(s).	Conduct implementation evaluation.
5		Identify the methodologies in the adopted materials requiring modification.	Implement use of interdisciplinary support materials.		Conduct review of systemwide evaluation instruments.
		Revise curriculum guides on the basis of feedback from users.			
6	Review statement of objectives or functions in regions. Review current scope and sequence statements for necessary revisions.	Locate and review successful methodologies in the regions and U.S. schools. Prepare report of findings.	Survey inadequacies and strengths of current materials.	Provide inservice education on the administration of the evaluation program. Provide inservice education to participants of the forthcoming curriculum development cycle.	Conduct program evaluation.

YEAR	OBJECTIVES	INSTRUCTIONAL METHODOLOGIES	MATERIALS	INSERVICE EDUCATION	EVALUATION
7	Identify objectives or functions which should be revised, deleted or added as a result of the evaluation program. Develop or revise systemwide scope and sequence document. Evaluate objectives or functions for appropriate integration of interdisciplinary areas. Exchange regional drafts of statements for objectives or functions and scope and sequence.		Survey inadequacies and strengths of currently used program(s) and material(s).	Provide inservice education on the writing of objectives or functions to new task groups.	Provide systemwide analysis, interpretation, and recommendations for the present program. Monitor revision of DoDDS objectives. Conduct joint review of evaluation process (discipline and evaluation coordinator). Develop reporting and disseminating procedures of evaluation results. Develop recommendations for program improvement based upon systemwide evaluation program and other evaluative sources.

CHART IV

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR ONE (ENTRY YEAR)

Task	Date	Person of Responsibility
1. Synthesize and compile objectives or functions, and scope and sequence document.	July - October	ODS coordinator
2. Task group meets at ODS and finalizes the following: *a. Criteria and procedures for reviewing new materials. *b. Instrument for the selection of pilot materials. *c. Objectives or functions. d. Letter to vendors. e. Scope and sequence chart draft. f. Selection of pilot sites.	October - November	ODS coordinator and regional coordinator
3. Distribute to regions system-wide draft of objectives or functions, and scope and sequence chart.	October-November	ODS coordinator
4. Send vendors copies of objectives or functions, priorities, criteria, and procedures to be followed.	November	ODS coordinator
5. Arrange for vendors to send materials to regions for review.	November	ODS coordinator
6. Develop procedures and guidelines for regional examination of textbooks and materials.	November - January	Regional coordinator assisted by regional evaluation coordinators
7. Receive materials from vendors and comply with procedures and guidelines for reviewing materials.	January - March	Regional coordinator

*Assisted by ODS evaluation coordinator.

Activity	Date	Person of Responsibility
8. Convene regional task group to review materials.	January - March	Regional coordinator
9. Rate and rank materials reviewed.	January - March	Regional coordinator assisted by regional evaluation coordinator
10. Compile revisions for second draft of objectives or functions, and mail to ODS.	November - March	Regional coordinator
11. Prepare for spring ODS task group meeting to include: *a. Pilot site information. b. Enrollment figures for pilots. *c. Summary and results of materials review. d. Revised scope and sequence chart. *e. Recommended instrument for evaluation of pilot/materials review. *f. Recommended evaluation plan for adopted materials. g. Implementation procedures. h. Forecast of budgetary requirements for regional adoption. i. Learning chart revisions, if appropriate. j. Interdisciplinary tasks, if appropriate.	February - April	Regional coordinator
12. Attend ODS task group meeting to finalize: a. Objectives or functions. b. Scope and sequence chart. c. Budgetary requirements for all pilot and adoption Materials. *d. Evaluation of pilot materials and process for selection of adoption materials.	March - April	ODS coordinator and regional coordinator

*Assisted by regional or ODS evaluation coordinator.

e. Implementation procedures for pilots and adoption. *f. Evaluation plan for adopted program. g. Review and revision of appropriate areas of learning chart. h. Regional orders for pilot programs.		
13. Process orders for pilot or extended review materials.	April	Regional coordinator
14. Provide inservice on design, implementation, and evaluation of pilot programs or materials for regional representatives.	May	Regional coordinator assisted by regional evaluation coordinators
15. Prepare DoDDS objectives or functions and scope and sequence chart for printing and distribution to regions.	May - September	ODS coordinator
16. CDC recommends interdisciplinary assignments for regions.	Spring	CDC
17. CDC recommends "as required" area for subsequent year(s).	Spring	CDC
18. Meet with appropriate interdisciplinary coordinators to establish instructional priorities for region (e.g. media, special education, TAG, career education, ESL, compensatory education, aesthetics).	May	Regional coordinator
19. Convene a regional interdisciplinary task group for each curricular area to assure inclusion of the interdisciplinary learning activities. Determine if supplementary materials are needed to support interdisciplinary needs.	May	Regional coordinator

*Assisted by ODS evaluation coordinator.

SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR TWO

Activity	Date	Person of Responsibility
1. Distribute pilot or review materials to designated sites.	July - August	Regional coordinator
2. Provide orientation and inservice education to teachers and administrators concerning: a. Guidelines and procedures. *b. Directions for use of pilot or review evaluation instruments. c. Provisions for monitoring the pilot or review process.	August - September	Regional coordinator
3. Disseminate scope and sequence document to schools.	August - November	Regional coordinator
4. Monitor pilot or review process at each site to provide adjustments and assistance.	September - March	Regional coordinator
5. Collect data gathered through evaluation of pilots or review of materials.	March - April	Regional coordinator assisted by regional evaluation coordinator
6. Summarize data and prepare final report on evaluation of pilots or review of materials.	April	Regional evaluation coordinator assisted by coordinator
7. Present results of evaluation of pilots or extended materials review to regional task group and make regional selections based on established criteria.	April	Regional coordinator assisted by regional evaluation coordinator

*Assisted by regional evaluation coordinator.

Activity	Date	Person of Responsibility
8. Determine necessary inservice education requirements for regionally adopted materials.	April	Regional coordinator
9. Submit results of evaluation of pilots or extended materials review to ODS and identify regional selections for adoption.	May	Regional coordinator
10. Coordinate regional selection information with Logistics and Fiscal Divisions.	May	ODS coordinator
11. Consolidate regional pilot or review data and regional recommendations.	May	ODS coordinator assisted by ODS evaluation coordinator
12. Prepare critique of materials selection process and formulate recommendations for improving the process.	May	Regional coordinator assisted by regional evaluation coordinator
13. Inform schools of the region's decision regarding adopted materials.	May	Regional coordinator
14. Inform vendors of adoption decision.	May	ODS coordinator
15. Review previous budget request. Determine adequacy of requested funds.	May	ODS coordinator
16. Inform administrators and teachers of regional adoption decision.	May	Regional coordinator
17. Regional task group prepares critique of material selection process and formulates recommendations for improving process.	May	Regional coordinator
18. Review and coordinate letters of agreement with successful vendors with the Logistics Division.	May	ODS coordinator
19. Publish and distribute systemwide list of adopted and supplemental materials.	June	ODS coordinator

SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR THREE

Activity	Date	Person of Responsibility
1. Meet with interdisciplinary coordinators to establish instructional priorities for region (media, special education, TAG, career education, ESL, compensatory education, aesthetics).	August	Regional coordinator
2. Update enrollment data and provide regional enrollments to ODS.	September	Regional coordinator
3. Convene an interdisciplinary task group to assure inclusion of interdisciplinary learning activities. a. Determine the supplementary materials needed to support interdisciplinary needs. b. Develop instructional strategies to supplement basic program.	September	Regional coordinator
4. Prepare orders for supplemental materials.	September	Principal or regional personnel
5. Finalize inservice plans for adopted materials.	September	Regional coordinator
6. Finalize monitoring instrument for the implementation of adopted materials, programs, and guides.	September	ODS coordinator assisted by ODS evaluation coordinator
7. Allocate implementation funds to regions.	October-January	ODS coordinator
8. Assure materials are ordered.	January - March	Regional coordinator
9. Evaluate commercially and locally developed supplementary materials, guides, and manuals.	April	Regional coordinator

SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR FOUR

Activity	Date	Person of Responsibility
1. Provide inservice for implementation of adopted materials.	August - September	Regional coordinator
2. Monitor adopted program.	September - June	Regional coordinator
3. Provide assistance for identified problem areas.	September - June	Regional coordinator
4. Formulate plans for development of necessary supplemental materials.	November - June	Regional coordinator
5. Purchase supplementary materials.	April	Principal or regional coordinator
6. Announce results of DoDDS testing program.	January	ODS coordinator
7. Form regional task groups to develop suggested instruments to measure program effectiveness.	March-April	Regional coordinator assisted by regional evaluation coordinator
8. Provide regional suggestions for program evaluations to ODS.	May	Regional coordinator
9. Synthesize regional suggestions. Develop a composite evaluation plan and forward to regions for first-stage reaction.	June - July	ODS coordinator assisted by ODS evaluation coordinator

SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR FIVE

Activity	Date	Person of Responsibility
1. Continue to monitor program(s) and provide assistance.	September - June	Regional coordinator
2. Provide continued inservice training.	September - June	Regional coordinator
3. Develop criteria for test specifications.	August	ODS coordinator assisted by ODS evaluation coordinator
4. Review previous evaluation activities and formulate recommendations for year six evaluation procedures and instruments. Forward to ODS.	October	Regional coordinator
5. Develop and revise regional curriculum guides.	October	Regional coordinator
6. Develop draft evaluation instruments and procedures and send to regions for review.	November - December	ODS evaluation coordinator assisted by ODS coordinator
7. Conduct workshops which explain use of interdisciplinary materials.	January	Regional coordinator
8. Review final draft of evaluation instruments and procedures. Forward to ODS.	February	Regional coordinator assisted by regional evaluation coordinator
9. Finalize evaluation instruments and procedures.	March	ODS evaluation coordinator assisted by ODS coordinator

Activity	Date	Person of Responsibility
10. Provide inservice training on the development and validation of evaluation instruments.	April - May	Regional coordinator assisted by regional evaluation coordinator
11. Develop plan for distribution, administration, test interpretation, and reporting of test results to schools.	June	ODS evaluation coordinator assisted by ODS coordinator

SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR SIX

Activity	Date	Person of Responsibility
1. Distribute evaluation instrument to region.	August	ODS coordinator
2. Organize task group to coordinate testing and data collection within region.	September	Regional coordinator assisted by regional evaluation coordinator
3. Review current trends and directions in a specific curriculum area for presentation to the task group.	September - January	ODS coordinator
4. Coordinate testing and data collection for global evaluation of the program.	September	Regional coordinator
5. Initiate systemwide program evaluation.	October	ODS coordinator
6. Collect and analyze systemwide test data.	November - January	ODS coordinator and regional coordinator
7. Publish and provide analysis and interpretation to all regional offices and schools on results of systemwide program evaluation.	March	ODS coordinator
8. Organize task group to interpret data received on systemwide program evaluation relative to regions.	April - May	Regional coordinator assisted by regional evaluation coordinator

Activity	Date	Person of Responsibility
9. Request and summarize information from the schools regarding objectives or functions, scope and sequence, and instructional methodologies.	April - June	Regional coordinator
10. Conduct evaluation on interdisciplinary support materials in the schools.	Throughout the year	Regional coordinator

SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

TASK SHEET

YEAR SEVEN

Activity	Date	Person of Responsibility
1. Provide analysis and interpretation on results of systemwide program evaluation to all schools.	September	Regional coordinator assisted by regional evaluation coordinator
2. Announce the formation of a regional task group, solicit applications, and select members for next curriculum cycle task group.	October	Regional coordinator
3. Provide inservice education on how to write objective or function statements.	October	Regional coordinator
4. Survey inadequacies and strengths of current program and materials.	October	Regional coordinator
5. Assemble drafts of objectives or functions, and scope and sequence chart.	November	Regional coordinator and task group
6. Regions exchange draft copies of objectives or functions, and scope and sequence charts.	February	Regional coordinator

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
SEVEN-YEAR CURRICULUM DEVELOPMENT PLAN

YEAR ONE
OBJECTIVES OR FUNCTIONS

The first year of the curriculum cycle is the school year during which the formal review of a curriculum area begins. Preliminary work is accomplished during the last years of the previous cycle and includes program evaluation and review of objectives or functions.

During Year Six of the previous cycle, the appropriate ODS curriculum coordinator will provide specific guidelines to assure that objectives or functions are reviewed. Each set of regional objectives or functions are mailed to the other regions early in Year Seven. Based upon a careful review, each region submits modifications to ODS. The final draft from each region is delivered to the fall ODS meeting by the regional coordinator.

The first task at the fall ODS meeting is to complete a single draft document of objectives or functions which reflect a systemwide point of view. This document will define the curriculum in terms of:

General Objectives or Functions
Program Objectives or Functions

The second task is to redraft the scope and sequence document which was reviewed in Year Seven and to incorporate necessary changes as a result of the final revision of the goals and objectives or functions.

The draft goals and objectives or functions document will be reviewed by the CDC, published by the ODS coordinator, and sent to the regions. The regional coordinators will assure broad regional distribution of the objectives or functions document. Regional coordinators will solicit additional modification before final submission at the ODS spring meeting.

The scope and sequence document will also be reviewed by the CDC and published in draft form for distribution to the regions for review. This document will be finalized and published by the ODS coordinator in Year Two.

INSTRUCTIONAL METHODOLOGIES

During this year, the objectives or functions are finalized. As the materials are reviewed and pilot procedures are defined, the focus upon instructional methodologies is limited to noting the kinds of management support that will be needed to accommodate the pilot activities.

MATERIALS

In Year Seven, regional and ODS personnel are responsible for analyzing the systemwide test results to determine areas of strengths and weaknesses in the existing curriculum. This analysis determines whether or not current

instructional materials and methodologies are successfully achieving the objectives of the program.

Due to the increasing number of instructional materials available, the formal review procedures must be refined. The task group meeting in the fall will translate specific desired characteristics or criteria into appraisal forms. By using questionnaires, checklists, or rating scales, these criteria will be used in reviewing materials:

1. degree of correlation to DoDDS objectives,
2. flexibility in meeting learning and instructional needs,
3. motivational potential,
4. recency of copyright date,
5. fair and equal treatment of minorities and women, and
6. cost.

These selection criteria will be included in a form or category checklist. An example is included as Form B in appendix B, page B-6.

During the fall meeting, the task group will identify objectives or functions, priorities, criteria, and procedures for publishers in a formal letter of invitation to submit materials for review. It is not necessary to have an open invitation to all publishers to submit materials; however, as a minimum, a representive sample of publishers will be invited. Prior to the fall meeting, it is desirable for coordinators to identify materials which meet DoDDS established criteria. This will save valuable committee time and insure that the best available products are reviewed.

Publishers and DoDDS personnel associated with the review must clearly understand the DoDDS policy, stated in letters of invitation to the publishers, which limits contact between publishers and members of materials review committees during review periods.

Publishers will be requested to provide materials for review free of charge with no obligation for future purchase.

During the fall ODS task group meeting, plans will be developed to initiate the formal review process in each region. The purpose is to identify which materials meet the comprehensive criteria established for use by DoDDS and to avoid costly pilot testing of a large number of texts and materials.

The regional coordinator is responsible for establishing the Formal Materials Review Committees in each region.

Regions should insure that each school is included, in some way, in the decisionmaking process.

Committee membership during the review process should consist primarily of teachers. Students, parents, administrators, and the military community should be represented. Participation by interested noneducators provides not only additional perspectives, but also increases the effectiveness of the committee.

The regional committee chairperson will provide appropriate orientation training for the members to insure effective accomplishment of various tasks. Such training should include practice exercises with questionnaires and checklists, using instructional materials of the type to be reviewed.

Throughout the committee process, all participants should exercise a commitment to objectivity and recognize the importance of the established DoDDS curriculum objectives as criteria for decisionmaking. Committee members should be aware that they represent a large number of interested persons.

During the spring task group meeting, the results of the regional review will be ranked in order to determine materials which will be piloted or reviewed systemwide. A listing of the materials chosen for pilots or for material review will be presented to the DoDDS CDC for review. After DoDDS CDC concurrence and recommendation, and with the approval of the Director, the list will be sent to participating publishers and regional offices.

Materials for pilots or extended materials review will be ordered during the spring task group meeting and funded by ODS. Regional representatives will bring necessary information concerning the pilot program or extended material review to the spring ODS meeting.

INSERVICE EDUCATION

The inservice education focus for Year One centers around the need of the ODS task group to be thoroughly trained in the skills necessary to design, implement, and properly evaluate the pilot programs. This is also the year to formulate the requirements for inservice education. The publishers must be aware of DoDDS expectations in this regard. Inservice parameters include:

1. There will be provision for on-site training before a initiation of the pilot program.

2. There will be an inservice session exclusively for specialists and administrators in the spring or late summer prior to the implementation of the adoption.

3. There will be inservice meetings for all teachers involved in the adoption. These meetings will be held during the first four weeks of the school year.

4. Follow-up inservice training will be provided upon request of the regional coordinator.

5. There will be provision for inservice training throughout the life of the adoption as determined by the regional coordinator.

EVALUATION

Major program evaluation occurred during the the previous three years. Year One is primarily one of designing procedures for field evaluation of materials. These tasks will be accomplished at the spring meeting of the ODS task group.

YEAR TWO
OBJECTIVES OR FUNCTIONS

At this point in the cycle, the finalized objectives or function statements are operational. The pilot programs or extended materials review are in place in each region.

The first task to be accomplished during the year is to determine the extent to which the pilot materials facilitate the achievement of the stated DoDDS objectives or functions. This factor is critical in the evaluation of the pilot programs or of the extended materials review.

The second task for each region is to carefully review the scope and sequence of instructional objectives and share revisions with the other regions. Revisions are consolidated at the ODS office and by late spring the final document will be complete.

INSTRUCTIONAL METHODOLOGIES

During the program piloting or extended materials review, it is essential that teachers, school administrators, and regional coordinators identify the instructional methodologies and procedures which will be most successful in utilizing the pilot materials.

Pilot personnel will prepare a written report which addresses, in detail, the instructional strengths and weaknesses of the program. This report becomes especially critical with the extension of the cycle to seven years. If an extended materials review is used, a summative evaluation will be submitted.

MATERIALS

During this year the regions conduct pilots or reviews of new materials. The criterion which determines ultimate adoption of instructional materials is program effectiveness in the classroom. In order to field test those programs which receive the highest DoDDS ratings during the formal review process, pilot programs or an extended materials review are to be initiated. To the extent possible, each region will be involved in the pilot design.

Classrooms, not students, are the units of measurement for pilot purposes. It is recommended that a pilot consisting of four to six classrooms try out each program.

Pretesting of pilot students will be accomplished to determine preinstructional levels of mastery and the equivalence or nonequivalence of the groups. If student outcomes are to be a part of pilot evaluation, valid and reliable instruments will be used.

If appropriate to determine student outcomes, a pretest, posttest design will be used. In addition, postinstructional opinionnaires will be administered to determine student, teacher, and administrator attitudes towards the pilot materials. Factors such as readability, age appropriateness, scope and sequence development, durability, and quality of support materials will be included in the opinionnaire.

Publishers will be informed of pilot results and regional decisions. The essential texts and materials list, with implementation plans, will be sent to all publishers who submitted material for review.

INSERVICE EDUCATION

This is the year to provide inservice for educators conducting pilots. ODS and regional task group coordinators will insure that participants and administrators in local pilot programs:

1. Receive training in all pilot functions. This might include elements such as: (a) general knowledge and rationale of the piloting process, (b) reporting requirements, (c) administration of the evaluation components, and (d) prohibition of task group to interact with publisher.

2. Receive inservice education regarding new instructional concepts, processes, or content unique to the program being piloted. This training is frequently provided by publisher consultants. Utilization of such services, however, must be uniform for all publishers of pilot programs for a designated area of study.

EVALUATION

Evaluation coordinators and content area coordinators will work together to insure that the pilot programs are evaluated according to plan.

A report of the results of the pilot evaluation will be written by the evaluation and content area coordinators. The ODS content area coordinator for the task group has the responsibility for compiling the regional pilot evaluation reports and for presenting a DoDDS final report to the CDC at the spring meeting. The report will explain how the pilot test results were used in the final selection of instructional materials.

Regional coordinators have the responsibility for providing summary information to schools.

YEAR THREE
OBJECTIVES OR FUNCTIONS

A critical requirement during the third year is the relation of DoDDS curriculum area objectives to pilot or extended review results.

INSTRUCTIONAL METHODOLOGIES

Regional coordinators will draft instructional guidelines and develop manuals to accompany new adoptions.

Regional coordinators, through the existing curriculum review processes, will identify regional instructional priorities including processes which will facilitate the incorporation of interdisciplinary areas.

MATERIALS

Regional selection for adoptions are made late in Year Two or early in Year Three. Following the decision, and upon verification of the level of funding support from ODS, the regions will initiate purchase orders for procurement. This must be done in a timely manner to insure receipt of the materials prior to the beginning of the school year.

At this time, the regional coordinators will identify and request regional funding for supplementary materials.

INSERVICE EDUCATION

To the extent possible, inservice education should be provided for the implementation of the selected materials. The publishers will conduct or assist in conducting inservice education.

The regional coordinator and the ODS coordinator will insure that school-level educators identify needs regarding inservice education prior to the incorporation of the new programs or services.

Inservice education will include interdisciplinary areas and support services. This will insure that each ODS coordinator and each regional coordinator understand the rationale and requirements needed to provide integration of areas such as: (a) intercultural/multi-ethnic studies, (b) career education, (c) compensatory education, (d) English as a Second Language, (e) early childhood education, (f) media, (g) computer education, (h) talented and gifted education, (i) special education, (j) pupil personnel services.

EVALUATION

There are no specific tasks in the area of evaluation during Year Three.

YEAR FOUR
OBJECTIVES OR FUNCTIONS

This is the year of implementation of the adopted program. Essential objectives or functions will be selected for the formal program evaluation which will take place in Year Six.

INSTRUCTIONAL METHODOLOGIES

As the adopted program materials are implemented, the instructional methodologies which accompany the materials are integrated into the program.

MATERIALS

It is expected that all teachers and schools will utilize the new materials, retaining only necessary materials of the replaced series to provide for supplemental instruction. All excess material will then be disposed of by approved means.

At this time, regions will requisition basic materials necessary for support of interdisciplinary responsibilities. This will be coordinated by the chairperson of the task group, but it will not require a special meeting of all members. One or more regions may be assigned the responsibility for conducting a formal review of essential interdisciplinary materials for DoDDS.

INSERVICE EDUCATION

Initial teacher inservicing for the new programs was accomplished during the latter part of Year Three. Additional inservice should be conducted during Year Four, if deemed necessary by the regional coordinator.

EVALUATION

An instrument will be developed to determine:

1. The appropriateness and timeliness of delivery of materials to schools.

2. The effectiveness of inservice offerings.

3. Teacher response to materials.

YEAR FIVE
OBJECTIVES OR FUNCTIONS

During this year, the program is in the second year of implementation. Adjustments and modifications will be made as required.

INSTRUCTIONAL METHODOLOGIES

Local school administrators and regional coordinators will monitor instructional problems encountered at the school level. Positive aspects of the program will be identified and reinforced.

Supporting guides, developed in Year Three, will be reviewed for effectiveness and modifications will be made where warranted.

MATERIALS

This is the year for the implementation of those ancillary materials which support the interdisciplinary areas(s).

INSERVICE EDUCATION

The inservice activities of this year will focus upon the evaluation of the program.

EVALUATION

The evaluation and curriculum coordinators will jointly review those evaluation procedures which have been in operation since the beginning of the cycle. Areas of strengths and weaknesses in the evaluation scheme will be identified and modifications made. Areas to be considered in determining strengths and weaknesses of the program include: (a) results of systemwide tests, (b) school-level evaluations conducted by accrediting associations, (c) high school departmental evaluations, and (d) elementary grade level evaluations.

Materials and processes will be examined and problems related to logistics, training, utility, acceptance, etc., will be identified. Regional coordinators will prepare recommendations for program improvement based upon observational information and evaluative data.

Procedures for interpreting, reporting, and disseminating data to be collected in the systemwide testing program will be developed. Types of data analysis, report formats, and ways in which test information should be distributed will be agreed upon by ODS and regional level coordinators before testing begins.

Test items, instructions, and report formats will be monitored by the evaluation branch, supplementary branch, and curriculum coordinators in each region as they are received from DoDDS task groups.

The evaluation branch administers the systemwide evaluation program. This includes the selection of sites, notification of schools as to testing dates, pretest instructions to staffs on administration requirements, distribution of tests, collection of completed tests, return of answer sheets to contractor for scoring, and the disposition of test booklets and instructions for distri-

bution. The curriculum coordinators must work closely with the evaluation coordinators and school staffs in order to make appropriate interpretations of test results. Written summaries of test results will be reviewed and utilized by curriculum coordinators when developing program recommendations.

YEAR SIX
OBJECTIVES OR FUNCTIONS

The primary activities this year are:

1. To determine whether or not the stated objectives or functions have adequately served their purpose(s).

2. To determine whether or not the objectives or functions have been sufficiently inclusive.

3. To determine whether or not the objectives or functions have been useful in developing scope and sequence in the curriculum area.

INSTRUCTIONAL METHODOLOGIES

During this year the ODS coordinator will search for successful methodologies employed within the CONUS school systems and the regional coordinators will identify and share those methodologies which are successful in the regions.

Instructional methodologies which support the interdisciplinary efforts will be addressed during this year.

MATERIALS

The adopted materials have been in use for three years and the supplementary programs supporting the interdisciplinary areas for two years. Ancillary materials will be surveyed for their effectiveness. To determine effectiveness consider:

1. Whether or not the materials are suitable for all levels of abilities.

2. The best use of the materials.

3. Whether the materials require direct teaching or are suitable for individualized instruction.

INSERVICE EDUCATION

During this year:

1. Members of the DoDDS CDC will review the inservice program as it has operated during the previous six years. In addition to general recommenda-

tions, specific recommendations will be made for improvement of the inservice program.

2. The ODS coordinators will identify specific inservice problems encountered during the current cycle, how the problems were resolved, and how specific operating procedures will improve every facet of the program.

EVALUATION

Program evaluations should be conducted in the early months of this year to allow timely processing of the test data and arrival of the results.

YEAR SEVEN
OBJECTIVES OR FUNCTIONS

The final year of the cycle is a preparation year for the first year of the new cycle. By this time, the basic adoption is in the fourth year and the supplementary materials and interdisciplinary programs are in their third year. The program evaluation has been completed and data will be available to assist in the review of objectives or functions.

In the previous year, the objectives or functions and the scope and sequence have been reviewed. Early in this school year, the ODS curriculum coordinator will provide specific guidelines regarding the revision of the objectives package, based on the results of the program evaluation.

The major tasks of Year Seven will be to develop and revise statements of objectives or functions and the scope and sequence document. Each region will receive copies of the revision in progress in order to share in the developmental process. The process will begin in the fall and each region will forward the final draft by early May to the ODS coordinator for compilation. During the summer, the final DoDDS draft will be completed and returned to the regions for final review before the fall task group meeting.

The ODS review and final compilation will contain the following:

1. A consolidated list of objective or function statements common to all regions that are appropriately sequenced and include the higher cognitive levels.

2. A consolidated list of objective or function statements not common to all regions.

INSTRUCTIONAL METHODOLOGIES

At this time, remediation activities are initiated to ameliorate weaknesses in the instructional methodologies.

MATERIALS

The implementation of the basic and supplementary materials will continue to be examined.

INSERVICE EDUCATION

The inservice requirement for this year will focus upon training regional coordinators to conduct successful task groups in Year One. This may include training in writing objectives.

All Education Division Chiefs will insure that regions:

1. Receive written guidelines, explanations, and training necessary to satisfy responsibilities for regional task groups to accomplish necessary tasks throughout the seven-year cycle.

2. Develop the criteria and procedures for selecting regional participants for the task group. Selection criteria may include participant interest, commitment, and abilities.

EVALUATION

Results of the program evaluations are made available during this pre-entry year for analysis, interpretation, and the formation of recommendations upon which the new cycle is to be based.

Regions will review the target programs as well as the results of the evaluation process. Recommendations for improvement will be made.

APPENDIX A

GUIDELINES FOR THE PREPARATION OF GENERAL, PROGRAM, AND INSTRUCTIONAL OBJECTIVES

Clear and concise objectives serve a number of purposes. Their primary function is to indicate the learner outcomes that are desired as a result of instruction. Their careful formulation permits greater precision in the selection of educational materials, instructional strategies, learning experiences, and appropriate assessment devices. They provide direction for school staffs and clearly convey instructional intent to students. Educational objectives are indeed the foundation of any curriculum development system.

During the past few years, a large number of DoDDS personnel, community members, and students have worked to establish the theoretical and practical framework necessary to assure that a comprehensive curriculum is functioning in our schools.

That framework is found in the DoDDS publication "Educational Philosophy Statement and Goals."

The publication will be used as the basic reference in preparing general, program, and instructional objectives for each curriculum category. The statements contained therein provide the "umbrella" under which all objectives must be placed.

The framework may be considered in a hierarchical sense. At the top, and in the broadest terms, are statements of mission and of philosophy. Based on those statements, five purposes of the DoDDS school system have been identified. These five purposes are more specifically defined in terms of ten goals:

PURPOSE	GOALS
Personal Competency	Mental Health Physical Health Aesthetics
Social Competency	Ethics Social Interaction
Vocational Competency	Career Education
Environmental Competency	Manmade Environments Natural Environments
Learning Competency	Basic Skills Learning Skills

Thus far, the hierarchy is specific to the school system as a whole, but not to a given curriculum category or discipline.

More specific "General Objectives" are the next level in the hierarchy. These objectives are specific to a given curriculum category and must define completely that curriculum category. Each general objective must relate to one or more stated goals.

Two more levels of objectives, "Program Objectives and Instructional Objectives," complete the set of objectives that are developed and coordinated systemwide. Enabling or enroute objectives are developed by individual teachers or schools.

Program objectives define the program elements in specific terms. They identify discrete areas of learning within a discipline which must be addressed in the teaching-learning process.

Instructional objectives are stated in measurable terms. Each relates to a specific program objective and may be used to measure the degree to which a student has achieved the program objective.

The program objectives package in a given curriculum category is the criterion upon which program evaluation is based. When assessing a given educational program, the program objectives are the referent; hence, the term "Objectives-Referenced Testing." The items will answer the question, "To what degree are the program objectives being achieved by students?"

All general, program, and instructional objectives are classified according to one of three accepted taxonomies of learning: cognitive, affective, and psychomotor skills.

To provide a manageable system, the cognitive domain, as developed by Bloom, has been consolidated into two categories:

Bloom's Taxonomy	DoDDS Taxonomy
Knowledge	Knowledge
Comprehension Application Analysis Synthesis Evaluation	Intellectual Processes

Therefore, by definition, all DoDDS objectives are classified according to one of four domains: (a) Knowledge, (b) Intellectual Processes, (c) Attitudes and Values (Affective), and (d) Psychomotor Skills.

To assure that adequate communication occurs throughout the DoDDS system, some general rules must be followed during the process of developing objectives:

General Objectives

1. Are limited in number, but must adequately define the curriculum category (discipline).

2. Classify as one of the stated DoDDS purposes. (The complete set must address all five purposes.)

3. Classify into one of the four learning domains. (The set must include all four domains.)

Program Objectives

1. Relate to a stated general objective.

2. Define a program element in terms of student learning. The set must identify all elements of the curriculum category.

3. Classify as one of the stated DoDDS purposes.

4. Classify as one of the four learning domains.

5. Classify as applicable to one or more grade-level bands: K-3, 4-6, 7-9, and 10-12.

Instructional Objectives

1. Relate to a given program objective.

2. Are stated in terms of observable student behavior.

3. Are classified as one of the four learning domains.

4. Should be of a lower level than the program objective to which it relates.

5. Are classified as applicable to one or more grade-level bands: K-3, 4-6, 7-9, and 10-12.

Functions

The preceding narrative has described the development and use of the DoDDS objectives system. The system has one unique characteristic: each statement is based upon student learning. Each objective must be preceded by the phrase, "As a result of instruction, the student will. . . ." The system, therefore, places the emphasis totally on the impact of instruction in terms of student learning.

Another aspect of the educational process must, however, be addressed. The professional staff in the DoDDS system is frequently involved in activities which are not directly instructional, but they support student learning.

These activities are most obvious when one examines media services, pupil personnel services, and special education. These staffs, while involved to a large extent in teaching activities, nevertheless, have important duties related to providing a service to other staff members, to students, and to the community. In other words, they have functions that are not related directly to instruction, but support learner outcomes.

In the DoDDS system, the term "objective" has been reserved for those statements specifically addressing learner outcomes. The term "function" is reserved for those statements reflecting activities that pertain to providing a service. With this distinction, it becomes possible to keep the hierarchy of "objectives" intact and establish a parallel hierarchy of "functions" that will allow statements, with varying degrees of specificity, to be written. The parallel strands, therefore, are:

General Objective	General Function
Program Objective	Program Function
Instructional Objective	Specific Function
Enabling Objective	Subfunction

APPENDIX B

	PAGE NUMBER
SAMPLE FORM A - MEMORANDUM FOR PUBLISHER; SUBJECT: INVITATION TO SUBMIT BASAL READING TEXTS, MATERIALS, AND PROGRAMS FOR FORMAL REVIEW	B-1
SAMPLE FORM B - CRITERIA FOR EVALUATION OF PROGRAMS FORM	B-6
SAMPLE FORM C - LETTER TO PUBLISHER; SUBJECT: EXPLANATION OF PILOT PROCEDURES, REQUEST FOR COST AND INSERVICE SUPPORT INFORMATION	B-14
SAMPLE FORM D - LETTER TO PUBLISHER; SUBJECT: EXPLANATION OF EXTENDED REVIEW PROCEDURES; REQUEST FOR COST AND INSERVICE SUPPORT INFORMATION	B-16
SAMPLE FORM E - DODDS "APPROVED FOR PILOT" LIST OF ADOPTED MATERIALS	B-18
SAMPLE FORM F - MEMORANDUM FOR REGIONAL DIRECTORS; SUBJECT: APPROVED (FOR ADOPTION) LIST OF ESSENTIAL TEXTBOOKS/ INSTRUCTIONAL MATERIALS	B-19
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FORM A

SAMPLE MEMORANDUM TO PUBLISHER
INVITATION TO SUBMIT MATERIALS FOR REVIEW

MEMORANDUM FOR PUBLISHER

SUBJECT: Invitation to Submit _____*_____ Texts, Materials, and Programs for Formal Review

The Department of Defense Dependents Schools (DoDDS), with five regional administrative offices, operate American elementary and secondary schools throughout Europe, the Middle East, the Atlantic Region, Asia, and Panama. These schools are staffed with more than 11,000 American teachers in 270 schools providing an educational program for approximately 140,000 children of American military and civilian personnel.

This year texts and materials for _____*_____ programs in grades ____ to ____ will be formally reviewed to determine which new or current materials best meet the comprehensive criteria established for use within DoDDS. Those basic texts and essential materials eventually selected will be published in a DoDDS approved list. The purpose of the formal review is twofold:

1. To eliminate costly pilot testing of large volumes of texts and materials.

2. To insure ultimate utilization of texts and materials that are consistent with the philosophy, goals, and objectives of DoDDS.

During school year _____, formal review committees will be established in the five regions to review the basal textbooks and essential materials in _____* programs for grade _____ through grade _____. An Introduction to the Materials Review Process is enclosed (enclosure A). The review committees will be focusing primarily on the DoDDS ____* program objectives (enclosure B). In addition, ____* programs will be rated with the DoDDS Criteria for Evaluation of Essential Texts and Materials (enclosure C).

Upon completion of the formal review, approximately April 15, 198__, each participating publisher will be given written notification of the results.

For those publishers wishing to participate in the DoDDS formal review process, the following guidelines should be carefully read and observed:

1. Forward a formal letter of application, not later than November 18, 198__, to:

   Chairperson, ODS _____*_____ Review Committee
   Department of Defense Dependents Schools
   Hoffman Building 1
   2461 Eisenhower Avenue
   Alexandria, Virginia 22331-1100

*Discipline under review.

The letter should include:

a. A bibliography of basic textbooks and essential materials which will be submitted, utilizing the DoDDS format (enclosure D).

b. A current catalogue and illustrations.

c. A statement that all texts, materials, and programs will be provided as described below, free of charges and without further obligation to the U.S. Government.

(1) Identical and complete sets of the basic ___*___ programs, to include all components which are described in the DoDDS Bibliography format, enclosure D, should be sent to each region designated on the enclosed distribution list (enclosure E). A copy of the DoDDS Bibliography format should be sent to each region. To insure receipt of the materials at the eight designated locations no later than December 18, 198 , publishing companies that wish to participate should send the textbooks and essential materials immediately.

(2) The publishing companies must state whether the materials submitted for consideration should be returned after completion of the review. No materials will be returned prior to April 15, 19__.

2. Publishing companies that elect to participate in the formal review are asked to submit:

a. Complete learner verification data for the ___*___ program.

b. Producer analysis (correlation) of how well the material submitted will support the DoDDS program objectives for _____. The product analysis (correlation) and learner verification data should be sent at the earliest possible date, but not later than December 15, 19__, to:

Chairperson, ODS _____*_____ Review Committee
Department of Defense Dependents Schools
Hoffman Building I
2461 Eisenhower Avenue
Alexandria, Virginia 22331-1100

The information should be submitted in the form of an original and six copies.

*Discipline under review.

3. Enclosed is a copy of the DoDDS Criteria for Evaluation of Essential Texts and Materials, enclosure C, that will be utilized for the evaluation of essential textbooks and materials. We are asking that each publisher rate its own program, using this instrument. Please send your completed rating to Chairperson, ODS, and to each regional textbook review committee listed in enclosure E.

4. All contracting for DoDDS is processed through the Defense General Supply Center in Richmond, Virginia, upon requisition by the schools or regional offices. Examination of any item constitutes no promise or obligation to buy, and such examination, when made, is without cost or liability to the U.S. Government.

5. Publishers, should feel free to contact task group coordinators listed in attachment B, regarding this review process. However, they are respectfully requested not to contact members between _____, 19__, and _____, 19__. The formal review process will take place during these dates.

6. Any questions regarding the procedures outlined in the letter should be directed to Chairperson, ODS _____ coordinator, (202) 325-0867, Alexandria, Virginia.

Chief, Education Division
Office of Dependents Schools

Enclosures:
A. Introduction to the Materials Review Process
B. Program Objectives
C. DoDDS Criteria for Evaluation of Essential Texts and Materials
D. DoDDS Bibliography Format
E. Distribution List

INTRODUCTION TO THE MATERIALS REVIEW PROCESS

A. Formal Review Process

Personnel from the five regions, as well as the Office of Dependents Schools (ODS), are tasked with a responsibility to review major disciplinary or interdisciplinary areas, K-12, as part of the Seven-Year Curriculum Development Plan. One important aspect of that responsibility will be for each region to conduct a formal review of essential texts, materials, and programs during the first year of the review cycle. The purpose of such a review is to determine new or current materials which best meet comprehensive criteria established for use within the Department of Defense Dependents Schools (DoDDS). A list of texts and materials approved for piloting will be published next April.

B. Regional Formal Review Committees

The regional coordinator representing each region in the subject area of study is responsible for establishing formal review committees. Committee membership will include teachers, administrators, and parents, when possible.

The regional coordinator will chair the committee and provide appropriate inservice training for the membership to insure effective accomplishment of various responsibilities.

C. Review Criteria

The generalized criteria, report forms, and procedures suggested below have proven helpful to others. They embrace six categories of data for each item, series, or alternative:

I. Descriptive Data
II. Objectives
III. Fair and Equal Treatment of Minorities and Women
IV. Organization of Materials
V. Instructional Methods
VI. Evaluation of Materials

The final rating may be arrived at by means of a separate weighting process. All items may not be of equal importance within the total score.

PUBLISHERS MAILING INSTRUCTIONS

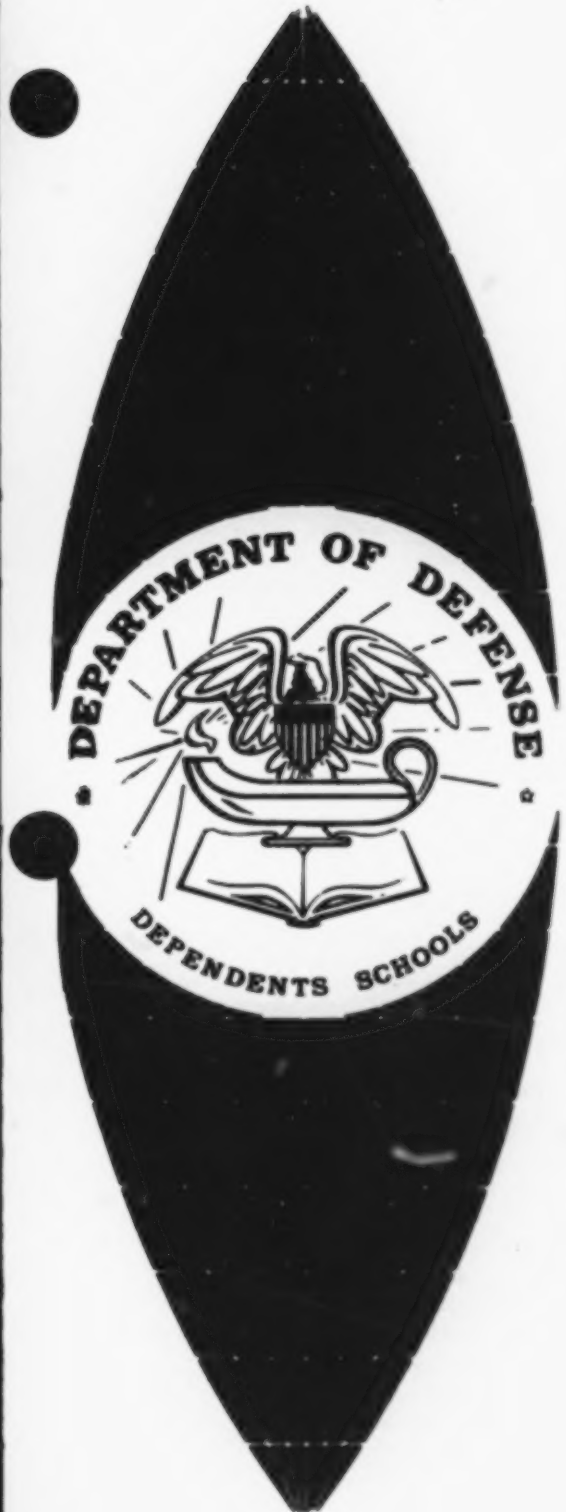
1. Please indicate on each package that these are ____* Textbook Review materials.

2. Send all review material by Air Parcel Post to the overseas regional review sites.

3. Send a complete set of your materials to each of the (number of) separate review sites exactly as shown in enclosure E. If you have any questions, please call:

Chairperson, ODS ____*____ Review Committee
(telephone number)

* Discipline under review.



FOR SAMPLE PURPOSES ONLY,

THE COVER OF THIS OBJECTIVES

SET IS INCLUDED AS ENCLOSURE B.

objectives

FORM B

SAMPLE CRITERIA FOR EVALUATION OF PROGRAMS FORM

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

CRITERIA FOR EVALUATION OF PROGRAM

TOTAL RATING

I. DESCRIPTIVE DATA

A. Name of program: _____

B. Publisher: _____

C. Copyright: _____

D. Grade levels available: _____

E. Author(s): _____

F. Inservice requirements: Extensive _____ Some _____ None _____

G. External effectiveness data (attach data and check items below):

	Available		Validity		
	Yes	No	High	Average	Low
1. Publisher's Learner Verification					
2. Other Sources					

H. Cost analysis of the programs recommended by the regional committee. This section will be computed after the formal review has been completed: (Publisher must complete this section.)

Grade	Initial Cost Per Classroom (27 students)	Maintenance Cost Per Student (2nd year)
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Average Cost:	$	$

II. OBJECTIVES

	High	Average	Low
A. Objectives for the programs are clearly identified.	____	_____	____
B. Specific objectives are stated in the teacher's manual.	____	_____	____
C. The scope and sequence describes a comprehensive program.	____	_____	____
D. The stated objectives are reflected accurately in the instructional plan.	____	_____	____
E. The objectives of the program support DoDDS General Objectives. (Review publisher's assessment of how well their materials support DoDDS objectives.)			
1.0	____	_____	____
2.0	____	_____	____
3.0	____	_____	____
4.0	____	_____	____
5.0	____	_____	____
6.0	____	_____	____

On the scale below, after committee discussions concerning the objectives, circle one of the six numbers to show the total rating of the objectives.

Adequate _____ Inadequate
6 5 4 3 2 1

Comments: _____

_____

_____

_____

III. ORGANIZATION OF MATERIALS

	High	Average	Low
A. The scope of the content is comprehensive and suitable for the student population.	____	_____	____
B. Essential skills are carefully sequenced throughout the program.	____	_____	____

C. Teacher's Editions

1. Are convenient to handle.	____	____	____
2. Are clear in format.	____	____	____
3. Are effective guides to the instructional program.	____	____	____
4. Offer management system activities.	____	____	____
5. Offer a resource section.	____	____	____
6. Offer extension activities.	____	____	____
7. Offer bibliographies.	____	____	____
D. Pupil materials are designed to assure a high degree of involvement and success.	____	____	____
E. Program can be considered adequate when using only the teacher's manual and student textbook.	____	____	____
F. Workbooks are designed for direct instruction of skills.	____	____	____
G. Workbooks require written responses rather that circling and underlining.	____	____	____
H. Adequate supplementary materials are available.	____	____	____
I. Reading level is appropriate for grade level.	____	____	____
J. Vocabulary development is emphasized.	____	____	____
K. Graphics are attractive and relevant.	____	____	____

On the scale below, after committee discussions concerning the organization and quality of the materials, circle one of the six numbers indicating committee judgment of the organization, quality, and appropriateness of the materials.

Adequate _____ Inadequate
6 5 4 3 2 1

Comments: _____

_____

_____

_____

IV. INSTRUCTIONAL METHODS

	High	Average	Low
A. Materials allow for flexible teaching strategies.	_____	_____	_____
B. Adequate provisions have been made for the slower learning student.	_____	_____	_____
C. Adequate provisions have been made for the average student.	_____	_____	_____
D. Adequate provisions have been made for the academically talented student.	_____	_____	_____
E. Adequate provisions have been made for the English as a second language student.	_____	_____	_____

On the scale below, after committee discussions concerning instructional materials, circle one of the six numbers indicating committee judgment of Part IV.

Adequate _____ Inadequate
6 5 4 3 2 1

Comments: _____

_____

_____

_____

V. FAIR AND EQUAL TREATMENT - without regard to race, religion, color, national origin, sex, political affiliation, age, non-disqualifying physical or mental handicap, or any other non-merit factor.

A. Material is free of racial bias.	Yes _____	Somewhat_____	No_____
B. Material is free of ethnic bias.	Yes _____	Somewhat_____	No_____
C. Material is free of sex role stereotyping.	Yes _____	Somewhat_____	No_____
D. Material is free of religious bias.	Yes _____	Somewhat_____	No_____
E. Material is free of job denigration.	Yes _____	Somewhat_____	No_____

On the scale below, after committee review of the above data, circle one of the six numbers that represents the committee's judgment of how well the materials would provide for fair and equal treatment of minorities and women.

Fair and Equal _____ Unfair and Unequal
6 5 4 3 2 1

Comments: _____

_____

_____

_____

VI. TESTING MATERIALS

	High	Average	Low
A. Adequate test materials are provided for teacher and student use.	____	_____	____
B. Test items effectively measure the student achievement of indicated objectives.	____	_____	____
C. Test items are adequate for monitoring student progress.	____	_____	____

On the scale below, after committee discussions concerning the adequacy and effectiveness of the materials, circle one of the six numbers indicating committee judgment of Part VI.

Adequate _____ Inadequate
6 5 4 3 2 1

Comments: _____

_____

_____

_____

VII. WEIGHTING INSTRUMENT FOR FINAL EVALUATION TOTAL

On the chart below, enter in column A the ratings from Sections II-VI, indicating committee judgment of the degree of adequacy and effectiveness of the elements evaluated in those sections.

All items on this evaluation instrument may not be of the same importance in evaluating educational materials. For this reason, a second parameter is added to the evaluation process which weights each section according to its perceived importance. Weights are entered in column B. Each ODS task group establishes appropriate weights during the fall task group meeting.

Instructions: Multiply section ratings (column A) with weight (column B) to arrive at subtotals (column C). A X B = Subtotal C.

SECTION	CRITERIA	RATING A	WEIGHT B	SUBTOTAL C
II.	OBJECTIVES			
III.	ORGANIZATION OF MATERIALS			
IV.	INSTRUCTIONAL METHODS			
V.	FAIR AND EQUAL TREATMENT			
VI.	TESTING MATERIALS			

VIII. Add subtotals from Sections II-VI. Enter this rating (total) on front page of the evaluation form (upper right-hand corner).

TOTAL _____

NOTE: All members of the review committee will enter signatures on the front page of this document.

DoDDS BIBLIOGRAPHY FORMAT

FOR (*)

(Fill out a complete list of all material being mailed to each review committee.)

NAME OF PUBLISHER _____

ADDRESS _____

TELEPHONE NUMBER _____

CONTACT PARTY _____

RETURN MATERIAL _____ YES _____ NO _____ RETURN VIDEO/FILMS ONLY

DISCIPLINE:

**Title of Textbook(s) and Author(s)	Copyright Date	Grade Level	Cost per Textbook/Item	Catalogue Page Number	Readability Level

* Discipline under review and grade level.
** Attached current catalogue descriptions with illustration of each.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
DISTRIBUTION LIST

ATLANTIC REGION

Mr. Philip Young
Chief, Education Division
DoD Dependents Schools, Atlantic
APO New York 09241

GERMANY REGION

Dr. Dean Wiles
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DoD Dependents Schools, Pacific
FPO Seattle 98772-5081

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APO Miami 34002

OFFICE OF DEPENDENTS SCHOOLS

Arlyn G. Sweeney, Ed.D.
Chief, Education Division
DoD Dependents Schools
2461 Eisenhower Avenue
Alexandria, Virginia 22331-1100

FORM C

SAMPLE LETTER FOR PUBLISHERS OF PILOT MATERIALS

EAS-50256

Dear

Members of the _____*_____ Task Group met at the headquarters of the Department of Defense Dependents Schools (DoDDS) during _____, 198__, for the purpose of consolidating regional review data and developing a DoDDS worldwide _____*_____ program pilot list. Regional pilots will be conducted during the first semester of school year 19_____. No forecast of the level of program acceptance by the regions can be made at this time; however, it is anticipated that each region will select one of the pilot programs as their basal adoption. Adoption decisions will be made in the spring of 198__. Regional selection and ordering of the approved basic textbooks and materials will begin soon after adoption decisions are made.

The _____*_____ Task Group has developed plans for inservice training and ordering procedures for the anticipated adoptions. Your written response to the following questions will facilitate planning as well as provide information for making adoption decisions since initial and replacement cost and provision for inservice training will be selection factors.

1. Will your firm agree, in writing, to sell all components of the adopted materials at the 198__ price for the remainder of the adoption period (approximately 7 years)? Please indicate any exceptions which might apply to the price of consumable or nonconsumable materials.

2. Will Teacher's Editions be available at no charge? If not, explain the conditions.

3. Will you make available at no cost to the U.S. Government, inservice video tapes designed for use with teachers and administrators? The tapes, depending upon regional capability, would need to be either 3/4-inch or 1/2-inch (VHS).

4. To what level will you agree, in writing, to provide quality inservice training at no cost to the U.S. Government? General requirements are listed. Content, scheduling details, and the required quality of training would be addressed cooperatively by the supplier and DoDDS regional _____*_____ coordinator.

*Discipline under review.

a. School Year 198__-8__ (Implementation Year)

1) A 2-day inservice session exclusively for specialist-administrator teams either in the spring or late summer prior to the implementation of the adoption, dependent upon regional request. In larger geographic regions such as the Pacific and Mediterranean, it may be necessary to schedule several 2-day workshops of this type.

2) Inservice training will be held for faculties and administrators of all schools including grades _____ during the first 4 weeks of the school session as designed by the regional _____* coordinators. This may required multiple consultants and extended visits in certain regions.

3) Specialized training for teachers of _____*_____.

4) Follow-up inservice training upon request by the regional _____* coordinators at the end of the first semester.

b. School Year 198__ -8__

1) Inservice training within the first 4 weeks of the school session as specified by the regional coordinators.

2) Follow-up inservice training upon request of the regional _____* coordinators at the end of the first semester.

c. Each succeeding school year throughout the adoption period.

Inservice training as requested by the regional coordinators.

Thank you for your excellent response to requests from our regional coordinators during the review process.

Sincerely,

Chief, Education Division
Office of Dependents Schools

*Discipline under review.

SAMPLE LETTER FOR EXTENDED REVIEW (NO PILOT)

EAS-50256

Dear

Members of the _____* Task Group met at the headquarters of the Department of Defense Dependents Schools (DoDDS) during _____, 198__, for the purpose of consolidating regional review data and developing a DoDDS worldwide _____* extended materials review. Attached is the list of approved _____* texts. Please note which of your materials will be included in the extended review process. Regional extended reviews will be conducted during the first semester of school year 198_-8_. No forecast of the level of program acceptance by the regions can be made at this time. Systemwide approval decisions will be made in the spring of 198_. Regional selection and ordering of the approved basic textbooks and materials will begin soon after systemwide approval decisions are made.

You may expect orders soon from the regions for limited amounts of the materials which will be reviewed by teachers. Please fill these orders as expeditiously as possible so that they arrive at their destinations by August 15, 198_. Be sure to fill each order completely: the lack of materials may seriously affect the teachers' opinions about your materials. Feel free to contact the regional and ODS coordinators at any time other than during the extended review period mentioned below for guidance and information.

To insure the integrity of the competitive process you will not permit any representative, consultant, or salesperson to contact DoDDS school personnel, either directly or indirectly, during the period August __, 198_, to February __, 198_, for the purpose of promoting your _____* materials under review. If your representatives are in the school or the region for purposes related to other disciplines, those representatives will not advertise, promote, or refer in any way to those of your _____* materials which are under extended review. DoDDS personnel are required to report any verifiable violation of this instruction to the regional coordinators, who will then report to the ODS coordinator. Publishers guilty of such a violation may have their materials eliminated from consideration by the extended review committees.

The _____* Task Group has developed plans for inservice training and ordering procedures for the anticipated adoptions. Your written response to the following questions will facilitate planning.

Cost

1. Will your firm agree, in writing, to sell all components of the adopted materials at the 198_ price for the remainder of the adoption period (approximately 7 years)? Please indicate any exceptions which might apply to the price of consumable or nonconsumable materials.

*Discipline under review.

Materials Provided at No Charge

1. Will Teacher's Editions or other materials be available if your program is adopted? If so, state their cost, if any.

2. Copyright Date. Will your company agree to make available the most recent copyright materials for adoption? Will this copyright material be made available for orders during the entire adoption cycle (approximately 7 years)?

3. Catalogs. Will your company provide 198_ and subsequent catalogs, to include current prices, to each elementary or secondary school as appropriate?

Inservice Training

1. To what level and at what cost, if any, will you agree to provide quality inservice training? Content, scheduling details, and other specifics of training will be addressed cooperatively by the supplier and DoDDS regional coordinator. General requirements are listed below.

a. Inservice training for faculties and administrators of all schools including grades K-12, as applicable, during the first 9 weeks of the school session as designated by the regional coordinators. This may require multiple consultants and extended visits in certain regions with wide geographic dispersion of schools.

b. Inservice training as requested by the regional coordinator for each succeeding school year throughout the adoption period.

Video Inservice

1. Will you make available inservice video tapes designed for use with teachers and administrators? If so, state their cost, if any. The video tapes, depending upon regional capability, will need to be either 3/4 inch or 1/2 inch (VHS).

Thank you for your excellent response to requests from our regional coordinators during the review process.

Sincerely,

Chief, Education Division
Office of Dependents Schools

FORM E

SAMPLE OF DODDS "APPROVED FOR PILOT" LIST
OF _____*_____ MATERIALS

PROGRAM	GRADES	COPYRIGHT	PUBLISHER
1.			
2.			
3.			
4.			

*Discipline under review.

FORM F

SAMPLE OF LETTER TO REGIONAL DIRECTOR OF APPROVED LIST
OF ESSENTIAL TEXTBOOKS/INSTRUCTIONAL MATERIALS FOR _____*_____

EAS-50256

MEMORANDUM FOR REGIONAL DIRECTORS OF DEPENDENTS SCHOOLS

SUBJECT: Approved List of Essential Textbooks/Instructional Materials for _____*_____

Attached is the Department of Defense Dependents Schools (DoDDS) Approved List of Essential Textbooks/Instructional Materials for _____*_____. Future appropriated fund procurement of essential textbooks/instructional materials for DoDDS must conform to this listing until officially revised. This listing supersedes pages __ and __ of D.S. Manual _____, _____, 19__.

Beth Stephens, Ph.D.
Director

*Discipline under review.

FORM G

SAMPLE OF LETTER TO PUBLISHER
LISTING PROGRAMS APPROVED FOR ADOPTION

EAS-50256

Dear

Below is the approved list of essential textbooks/instructional materials for _____*_____ for the Department of Defense Dependents Schools (DoDDS).

1.

2.

After a comprehensive materials review during school year 198__-8__ and the semester-long pilot (or extended materials review) this school year, teacher selection committees met in each region last month. As a result of these activities over the past two years, each region adopted one or more of the programs listed above to be implemented during school year 198__-8__.

I would like to personally compliment and thank you for the professional manner in which you assisted us. The excellent inservice and materials support were most valuable in helping us conduct a valid pilot project.

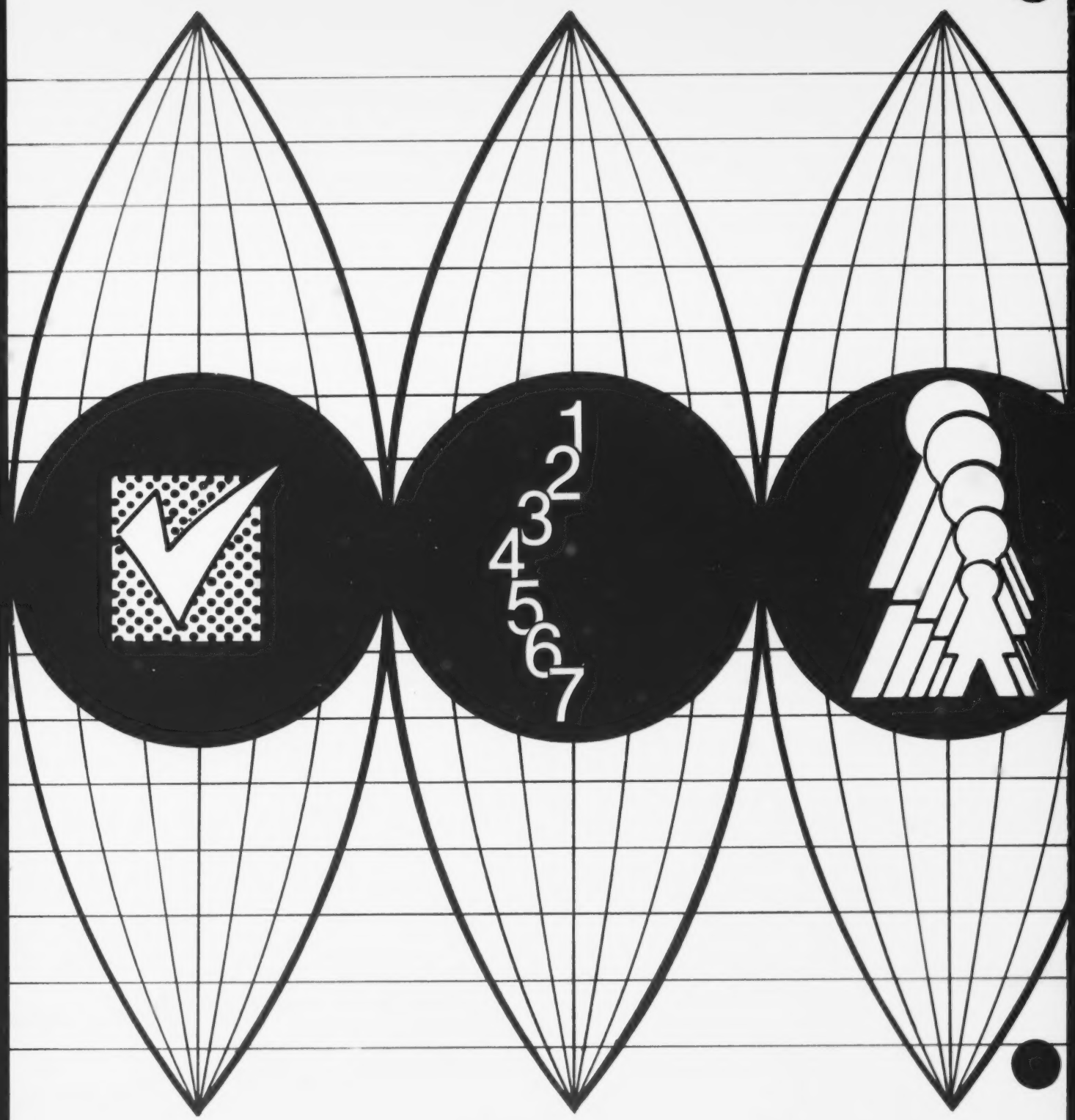
If you have any questions concerning the _____*_____ adoptions, please contact _____* coordinator_____, telephone number _____.

Sincerely,

Chief, Education Division
Office of Dependents Schools

*Discipline under review.

DISTRIBUTION: A, B(200), C(10), K. L, M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